

RI Educator Evaluation Systems

Improving Teaching and Learning

Year Two Report | October 2014



RIDE Rhode Island
Department
of Education

Dear Friends of Education,

All Rhode Islanders should be proud of the commitment we have made, as a state, to ensuring that we have effective teachers in every classroom and effective leaders in every Rhode Island school. As educators, we know that the effectiveness of the classroom teacher is the single most important school-based factor in improving student achievement. We also know that teachers do their work best when they have sufficient resources, support, leadership, and autonomy to advance student learning.

In Rhode Island, our system of educator evaluation – including the evaluation of teachers, building administrators, and, starting this year, support professionals – is a cornerstone in our work toward ensuring educator excellence. We have now completed two full school years of implementing educator evaluations statewide, and, as this report (Year Two Report: Rhode Island Educator Evaluation Systems) shows, we are making progress toward building a culture of continuous reflection and improvement. In our mid-year survey, a large majority of teachers and building administrators reported an increased understanding of and more confidence in key elements of the evaluation process – student learning objectives, in particular.

All who read this report will no doubt observe that the vast majority of teachers (98 percent) and building administrators (99 percent) received ratings of effective or highly effective. I know that we have many excellent teachers and school leaders across Rhode Island, but we should all keep in mind that the purpose of educator evaluations is not simply to gain a high rating – and the purpose is certainly not to compare one school against others. The purpose, as this report notes, is to “encourage student-focused conversations that can help educators make improvements in real time.” This purpose will best be realized through honest and constructive feedback.

Educator evaluations should be neither the beginning nor the end of this process. Those who receive a rating of highly effective should continue to examine all facets of their teaching, so as to continue to improve and to help others do so as well. Similarly, in years when teachers are not receiving formal evaluations – as will be the case for many Rhode Island teachers during the current school year – the informal observations and conversations about improving instruction and advancing student achievement should be vigorous, thoughtful, and on-going.

Along with my team at the R.I. Department of Education, we are eager to help you keep these conversations alive in schools and classrooms across Rhode Island. Working together, we can make this another great year for teaching and learning!

Best,

Deborah A. Gist, Commissioner

Educator Evaluation Overview 2013-2014

During the 2013-14 school year, Rhode Island educators were engaged in the second year of full implementation of educator evaluations under teacher and building administrator evaluation systems approved by the Rhode Island Department of Education (RIDE). The statewide educator evaluation effort is based on the belief that implementing fair, accurate, and meaningful educator evaluations will help improve teaching and learning. Meaningful evaluations are those in which educators are provided with prioritized, specific, and actionable feedback about their performance and receive support to continuously improve their effectiveness, regardless of the number of years they have been teaching. All teacher and building administrator evaluation systems implemented across districts and charter public schools in the state are designed to meet the common expectations for quality established in the Rhode Island Educator Evaluation System Standards, adopted by the Rhode Island Board of Regents for Elementary and Secondary Education in spring 2009. The five years since the adoption of those standards have seen tremendous effort and accomplishment by Rhode Island educators in designing, developing, testing, implementing, and now applying the results from educator evaluation systems designed to support and improve teaching and learning for all educators and students in Rhode Island.

The second year of full implementation brought refinements to all Rhode Island approved models, the most notable being the introduction of a Differentiated Evaluation Process for Teachers to provide schools and districts with greater flexibility for classroom observations, evaluation conferences, and Professional Growth Plans. A second key refinement for 2013-14 provided flexibility for some special education teachers to set a Student Outcome Objective (SOO) in place of one or more of their Student Learning Objectives (SLOs). These refinements reflect that, with the second year of full implementation, we are entering a phase in which teachers, building administrators, and district administrators are taking ownership of their evaluation systems and their results, gaining a deeper understanding of those results, and discovering relationships between the information produced by evaluation systems, instructional policies and practices, and student performance. Two years of implementation, however, marks just the beginning of a lengthy process that will produce refinements to those instructional policies and practices as well as refinements to the evaluation systems as more is learned and understood about the information needed to support the improvement of teaching and learning.

The final effectiveness ratings summarized in this report can do little to convey the breadth and depth of information that is generated throughout the year to support teachers' and building administrators' work toward improving teaching and learning. Insights shared in beginning, midyear, and end-of-year conferences; feedback from classrooms observations; and information gained from the development, implementation, monitoring, and scoring of Student Learning Objectives are all part of the ongoing instructional process that contributes to continuing improvement over time. By establishing high expectations, a common vocabulary around excellent teaching and school leadership, and a process for collecting and sharing important information in a timely manner, we can encourage student-focused conversations that can help educators make improvements in real time – not just at the end of the school year.

Evaluation System Models

The Educator Evaluation System Standards allow for flexibility in the development of education evaluation systems by districts and charter schools. In 2013-14, there were five teacher evaluation systems implemented across the state. Each of these systems takes a slightly different approach to educator evaluation, but they all share common language and expectations aligned with the Rhode Island Professional Teaching Standards and the Rhode Island Code of Professional Responsibilities¹. Additionally, each system uses the same approach to determining an educator's Student Learning Rating and each system follows a common process for calculating an educator's Final Effectiveness Rating of *Highly Effective, Effective, Developing, or Ineffective*.

Teacher Evaluation Systems	Building Administrator Evaluation Systems
<ol style="list-style-type: none">1. Coventry Teacher Evaluation System2. Learning Community Teacher Evaluation System3. RI Innovation Consortium Teacher Evaluation and Development System (used by 8 LEA)4. RI Model Teacher Evaluation and Support System (used by 47 LEA)5. Achievement First Teacher Evaluation System	<ol style="list-style-type: none">1. Coventry Building Administrator Evaluation System2. RI Model Building Administrator Evaluation System (used by 46 LEA)

Statewide Results

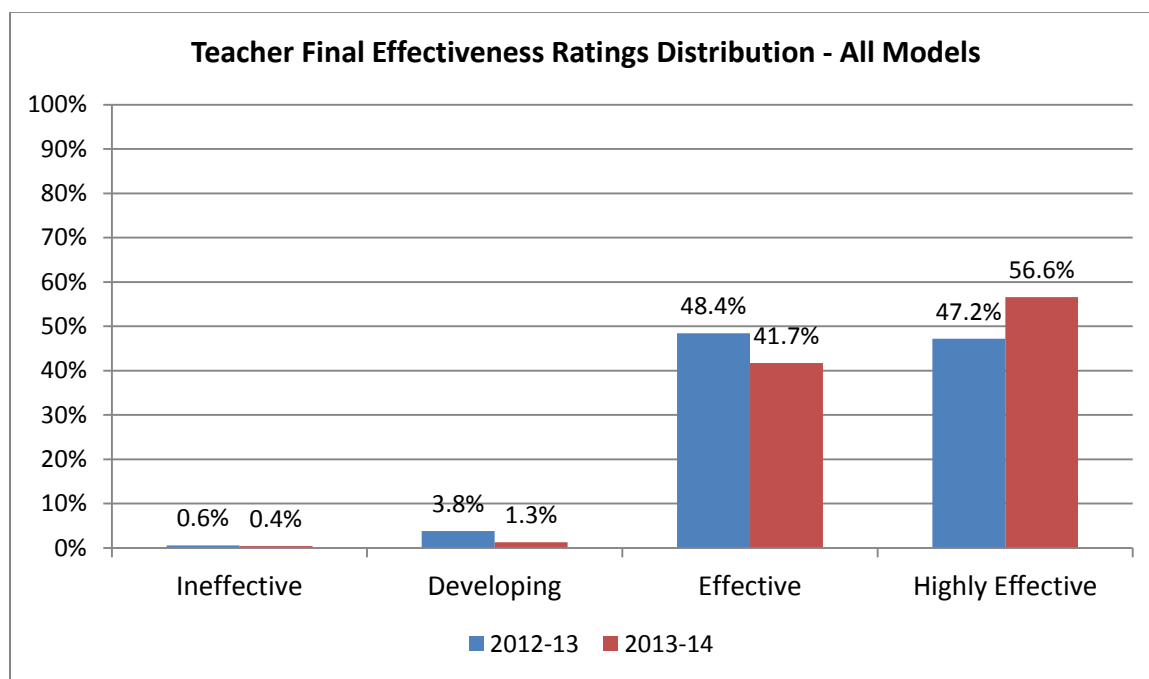
Providing Rhode Island educators with more useful and honest performance evaluations is a long-term project. With this report on second-year results, educators may begin to see consistent patterns of performance emerge statewide and within individual districts and charter schools. The results may also show positive or negative changes in performance from Year 1 to Year 2. In all cases, the results must be interpreted within the larger context of understanding what actions led to the results. When interpreting these results, it is important to remember that the ultimate goal of a more rigorous evaluation process is to foster a culture of excellence in our schools by encouraging educators to spend more time collaborating, setting goals, seeking feedback, and reflecting on ways to grow professionally so as to help improve student achievement for all. We expect these two years of results to lead to honest and supportive conversations among teachers, building administrators, and district administrators about the ways in which the results accurately reflect the quality of teaching in our classrooms and leadership in our schools. With accurate results, schools and districts can use the findings to make informed human capital decisions, including the alignment of professional development with the strengths and growth areas of individual educators. In cases where teachers and administrators believe that the results do not accurately reflect the quality of instruction in their schools, those conversations must focus on where refinements to the evaluation system, on its

¹ This document will include terminology in place for the Rhode Island Model in the 2013-14 school year such as *Professional Foundations*, which is called *Professional Responsibilities* beginning with the 2014-15 school year. Other terminology may vary across teacher and building administrator evaluation systems.

implementation, on instruction, or on policies are needed to produce better alignment between the information provided by the district's evaluation system and the quality of the school's teaching and leadership. At the core of all of those conversations must be the relationship among the evaluation results, expectations of quality, and the goal of improved student learning and achievement.

Teacher Evaluation System Results

The Final Effectiveness Ratings from the 2013-14 school year show that approximately 98% of teachers were rated *Effective* or *Highly Effective*. Between 1% and 2% of teachers were rated *Developing*, and less than 1% of teachers across the state received a rating of *Ineffective*. There was little variation across the five evaluation systems, with at least 98% of teachers rated *Effective* or *Highly Effective* under each system. As shown in the table below, the Final Effectiveness Ratings for the second year are consistent with, and even slightly higher than, the ratings from the first year of implementation.



Consistency between Student Learning and Professional Practice/ Professional Foundations

The Student Learning scores and the combined Professional Practice and Professional Foundations scores that led to the Final Effectiveness Ratings provide a more detailed view of the results from the second year of implementation. Looking at the percentages within the Final Effectiveness Ratings Matrix shows how the Student Learning scores and the scores for Professional Practice and Professional Foundations were combined to produce the Final Effectiveness Ratings.

Teacher Final Effectiveness Rating Matrix Percentages – All Models

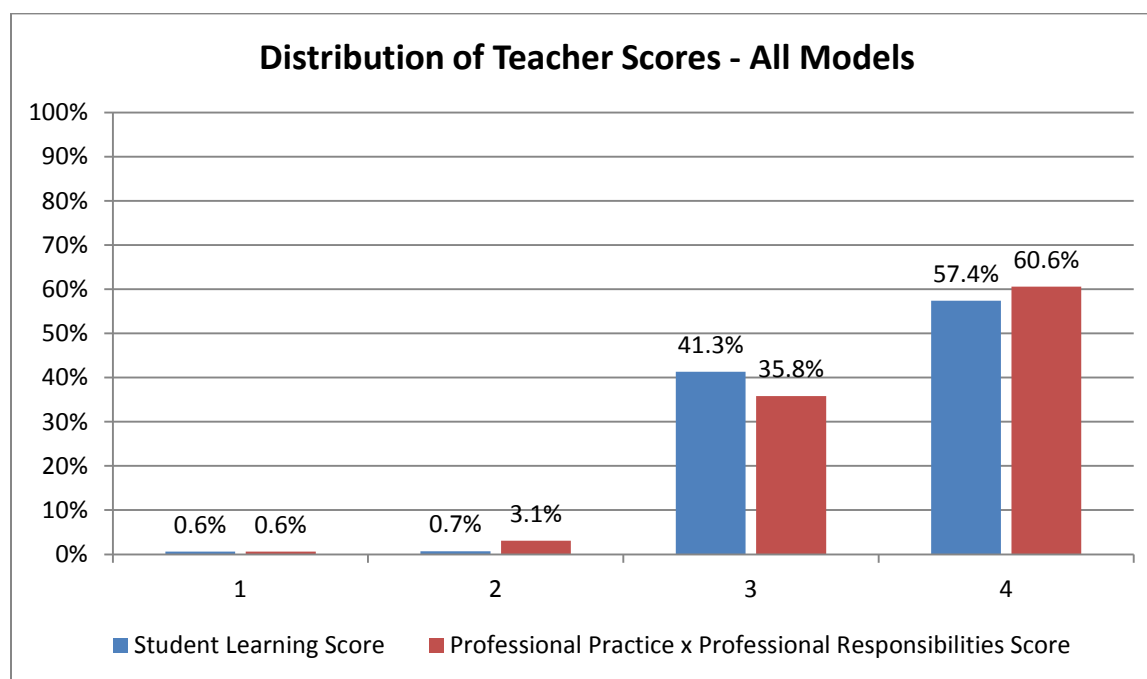
		Student Learning			
		4	3	2	1
PP x PF	4	42.2%	18.3%	0.0%	0.0%
	3	14.3%	20.8%	0.4%	0.3%
	2	0.7%	1.9%	0.2%	0.3%
	1	0.1%	0.3%	0.3%	0.1%

Key

- Highly Effective
- Effective
- Developing
- Ineffective

The Final Effectiveness Ratings Matrix shows that 42.2% of teachers received the highest possible rating for the combined Student Learning and Professional Practice/ Professional Foundations. That is an increase from 31.5% of teachers in the 2012-13 school year.

As shown in the chart below, more than half of teachers received the highest possible score on either Student Learning (57%) or Professional Practices x Professional Foundations (61%).



Interpreting the High Ratings

In this section of the report, we consider the intended meaning of the highest possible ratings for SLOs, Professional Foundations, and Professional Practice, and we also review the level of performance expected to achieve those ratings. With such little differentiation among teachers in the first two years of full implementation, it is critical for there to be a shared understanding of what it means to exhibit outstanding performance and to have a very high positive effect on the learning of students.

Student Learning Score of 4

With the inclusion of Rhode Island Growth Model scores in the Final Effectiveness Ratings on hold during the transition to the Common Core State Standards and to new assessments, the Student Learning score for all teachers is based solely on Student Learning Objectives. A Student Learning score of 4 reflects an SLO rating of Exceptional Attainment.

Exceptional Attainment

Results across SLOs indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.

Given that virtually all teachers (99%) developed two SLOs in 2013-14, the only way to earn a Student Learning score of '4' is to receive a score of Exceeded on both SLOs. An SLO score of Exceeded indicates that nearly all students met their SLO targets and that a significant number of students greatly exceeded their targets.

Exceeded

This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify and SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s)

- At least 90% of students met their target AND 25% of students exceeded their target.
- Did a significant amount of students greatly exceed their targets?

SLOs require teachers to identify the most important learning that occurs within their grade or subject. Setting appropriate SLO targets is a difficult process. On the mid-year survey, teachers identified “determining targets that were rigorous, yet attainable for students” as one of the most challenging areas when writing an SLO. Although 70% of administrators agreed with the statement “I held teachers’ SLOs/SOOs targets to a more rigorous bar than last year,” the large number of students exceeding those targets suggests that additional calibration of teachers’ and administrators’ expectations for students is needed. The need for refinement and recalibration of targets is expected to be greater in the early years of implementation and during a transition to new standards. With an additional year of experience with SLOs and with the standards, it is critical that the SLO targets reflect expectations that are rigorous and appropriate for all students. With the ability to set tiered targets based on students’ prerequisite knowledge and skills, it should not be the norm for a significant amount of a teacher’s students to exceed the expectations that have been set for them. A Student Learning rating of 4 should

be reserved for those cases of superior student mastery or progress and an outstanding effect on student learning, as described above.

Professional Practice and Professional Responsibilities Score of 4

The process for determining a combined Professional Practice/Professional Foundations score varies across the five evaluation models, but for all models a rating of 4 indicates an outstanding level of performance. Under the RI Model implemented by the vast majority of LEAs, a teacher must earn the highest possible rating of *Exemplary* in Professional Practice or the highest possible rating of *Exceeds Expectations* in Professional Foundations in order to receive a combined Professional Practice/Professional Foundations score of 4.

Professional Foundations

In the RI Model, teachers receive a score of 1 to 3 on each of the eight Professional Foundations components. To earn a rating of *Exceeds Expectations* in Professional Foundations, a teacher must earn a total of at least 21 of the possible 24 points. To earn at least 21 points, a teacher must receive the highest possible score in at least 5 of the 8 elements evaluated across the domains of **School Responsibilities, Professionalism, and Planning**. The rubrics for many of those elements use terms such as “plays a leading role,” “goes above and beyond,” “pushes the school community,” “other educators look to the teacher as a role model,” “[sets] ambitious Professional Growth Goals aligned with the cutting edge of his/her discipline,” and “[takes] a leadership role.”

Professional Practice

During each classroom observation, teachers receive a score of 1 to 4 on each of the eight Professional Practice components. Scores are averaged across observations to produce a score between 1 and 4 for each component. To earn a rating of *Exemplary* in Professional Practice, a teacher must earn a total of at least 29 of the 32 possible points. To earn 29 points, a teacher must receive an average rating greater than 3 on at least 5 of the 8 components evaluated across the two domains of **The Classroom Environment and Instruction**. The rubrics used by all approved models use terms at a level 4 such as: “students assume responsibility for high quality...” and “teachers use a variety of questions to challenge students cognitively, advance high level thinking and discourse and promote meta-cognition”. Classrooms functioning at Level 4 are often described as student-led, where students take responsibility for their learning and the teacher role is closer to facilitator.

A review of rubric language in all RI approved models demonstrates a common description of what performance looks like at the highest level of a rubric. They all outline extraordinary practices by teachers and student leadership in the learning process.

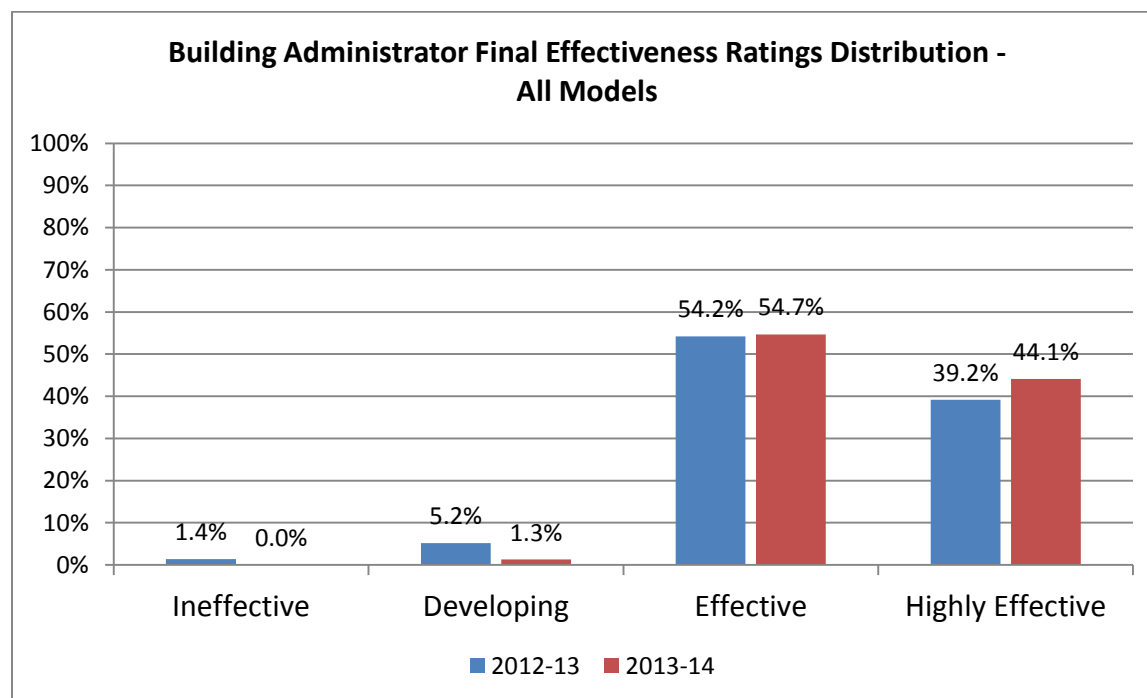
Summary

Administrators and teachers must be committed to setting high expectations for themselves. They show this commitment by assigning the highest possible scores only to those demonstrations and examples of performance that exhibit the best practices described in the rubrics and that will advance the goals of improving student learning and the achievement of all students. The same principles that apply to

fostering improved student learning by setting rigorous yet attainable expectations for students must also be applied to setting high expectations for educators.

Building Administrator Evaluation Results

Similar to the teacher evaluation results, the 2013-14, Final Effectiveness Ratings for building administrators show that 98.7% of building administrators received ratings in the top two categories of *Highly Effective* (44.1%) and *Effective* (54.7%). The remaining 1.3% of administrators received a rating of *Developing*. No building administrator received a Final Effectiveness Rating of *Ineffective* in 2013-14. Overall, the 2013-14 building administrator ratings were consistent with the 2012-13 ratings, in which 93.4% of building administrators were rated Effective or Highly Effective.



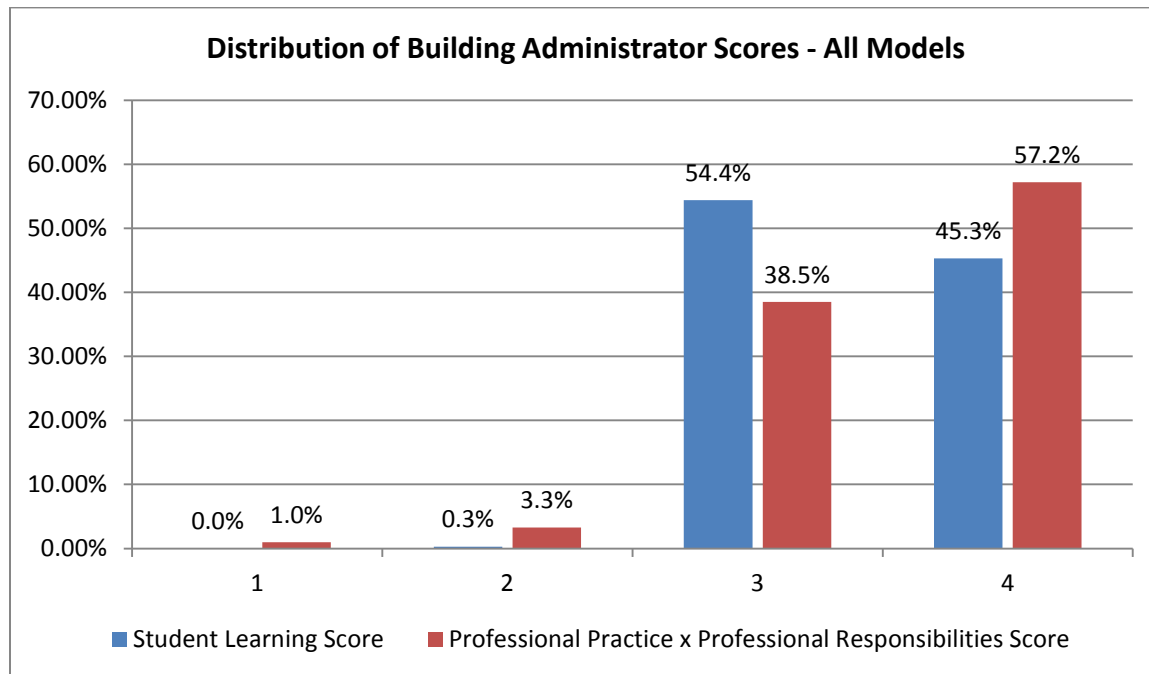
Also consistent with the teacher evaluation results, a large percentage of building administrators received the highest score of 4 on Student Learning and Professional Practice and Foundations; and more than 95% of building administrators received a score of 3 or 4 on each of the Student Learning and Professional Practice/ Professional Responsibilities measures.

Building Administrator Final Effectiveness Rating Matrix Percentages – All Models

		Student Learning			
		4	3	2	1
PP x PF	4	30.4%	26.8%	0.0%	0.0%
	3	13.7%	24.8%	0.0%	0.0%
	2	1.0%	2.0%	0.3%	0.0%
	1	0.3%	0.8%	0.0%	0.0%

Key

	Highly Effective
	Effective
	Developing
	Ineffective



Overall Results

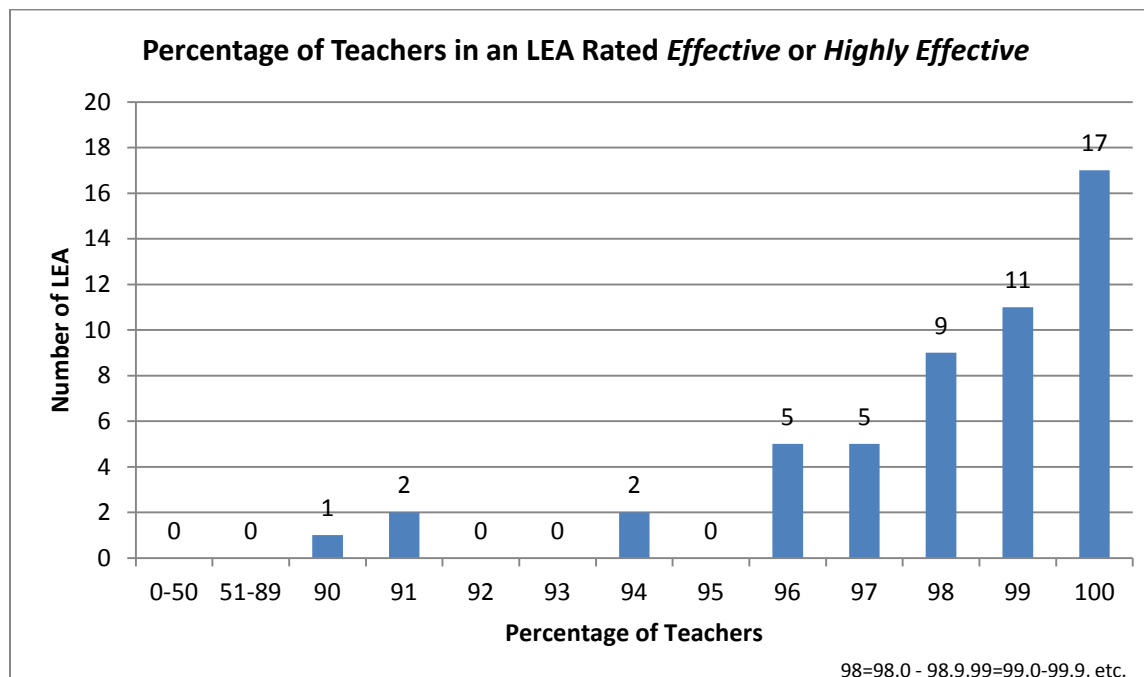
Once again, we applaud teachers, building administrators, and district leaders for their diligent efforts in implementing these new evaluation systems. Results from the midyear survey suggest that educators have become more comfortable with the processes involved in implementing the systems:

- 68% of teachers indicated an increased understanding of how to set SLOs;
- 72% of building administrators and central office evaluators felt more confident in their ability to support teachers and administrators in the SLO process, as compared with last year; and
- 85% of teachers and 80% of administrators who had received one or more observations or site visits had received their feedback and scores, compared with 78% and 76% last year.

This year's data suggest that, as a state, we have more work to do to ensure that educator evaluations reflect the true spectrum of educator performance in our schools. On all indicators of student achievement, student growth, and school accountability, there is variation across the state and often considerable variation within districts and schools. In sharp contrast, the results from the first two years of implementation of the educator evaluation systems continue to show little variation across and within districts. More than 40% of teachers and 30% of building administrators received the highest possible ratings on Student Learning and Professional Practice x Professional Responsibilities, and overall, more than 97% of educators received ratings of *Effective* or *Highly Effective*.

Across the state there were 52 districts and charter public schools with at least 10 teachers receiving evaluation ratings in 2013-14. In half of those districts or schools, more than 99% of teachers received Final Effectiveness Ratings of *Effective* or *Highly Effective*. Among the remaining LEAs, there were only 5 with less than 95% of teachers rated as *Effective* or *Highly Effective* and no LEA with less than 90% of

teachers receiving ratings in the top two categories. Appendix A provides each LEA's results reflecting the combined ratings for teachers and administrators.

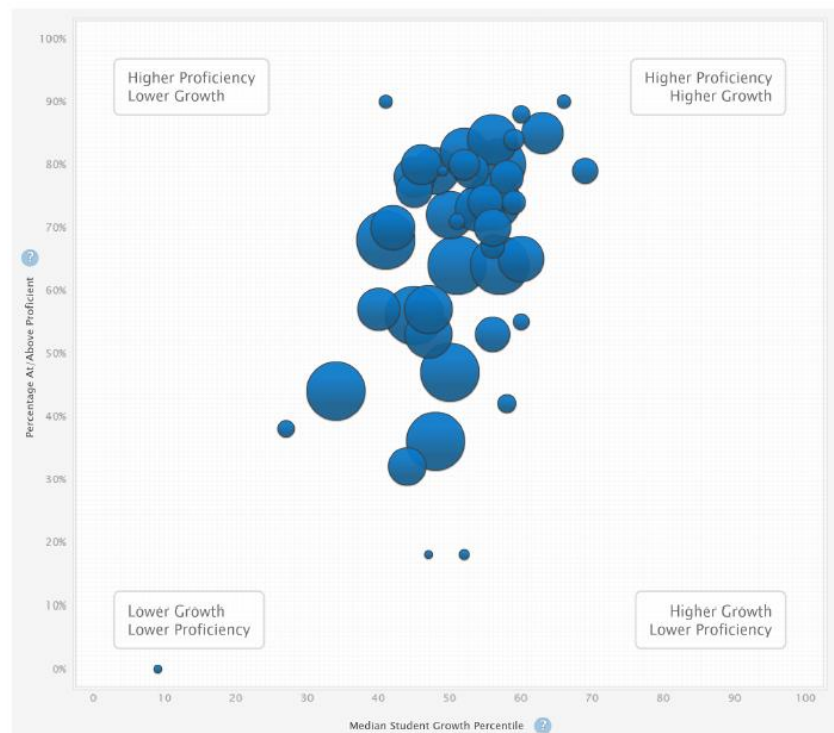


Relationship between Educator Effectiveness Ratings and Achievement

To be clear, nobody expects there to be a 1:1 correspondence between ratings of educator effectiveness and student academic achievement, whether student achievement is measured in the classroom or on standardized assessments such as NECAP or PARCC. Students enter instruction each year at varying levels of achievement. Student growth, in particular, and teacher impact on student growth and learning, is a critical piece to the evaluation systems and to determining educators' Final Effectiveness Ratings each year; however, research² continues to find considerable variability in educator effectiveness, and common sense tells us that we are not yet capturing that variation within the evaluation systems.

We should all be familiar with the chart below, generated with the Rhode Island Growth Model Visualization Tool, which shows the variation in student achievement and growth across school districts in Rhode Island during the 2012-13 school year. There are districts with higher proficiency and higher growth, districts with lower proficiency and higher growth, with lower proficiency and lower growth, and with higher proficiency and lower growth. Yet all districts rate at least 90% of their teachers as effective or highly effective.

² See the Educator Evaluation Guidebooks available at <http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksForms.aspx> for specific research references.



As we stated in the Year 1 report:

For educator evaluations to meaningfully inform human capital decisions, including professional development, and lead to gains in student achievement, it is critical that teachers, building administrators, and district leaders have access to credible performance data. If the results of any new system only recognize performance in the top two categories, districts are still lacking the rich information they need to identify and support all educators, especially those who struggle to make gains with students. This limits their ability to provide the feedback and support they need to improve performance – and student achievement.

Lessons from Years One and Two

Based on the first year of results and feedback from educators in the field, RIDE identified three key lessons learned from Year 1:

- local district ownership of the evaluation process and system is critical;
- district-level training, calibration and support will help improve the quality of evaluations; and
- districts should encourage a cultural shift by embracing professional growth and feedback.

Each of these lessons learned affected decisions RIDE made in regard to the adjustments made to the RI Model and to the overall evaluation system requirements for 2013-14 and 2014-15, in regard to determining where to focus training and resources in 2013-14, and in regard to communicating with LEAs on how to interpret and use the first-year results to continue to improve their evaluation systems. All of the key lessons learned from Year 1 still apply and will require long-term shifts in culture and practices that cannot be fully realized within a single year.

In addition to continuing to draw on the lessons learned from Year 1, RIDE will also be drawing on the following lessons learned from Year 2:

Ongoing communication and support is needed to eliminate misconceptions about the system.

Results from the midyear survey, meetings with teachers and administrators, and informal communications with educators and district leaders across the state show that there are misconceptions about the system. These misconceptions are best addressed through improved and continuing communication and support. Often, misconceptions are a reflection of natural gaps in understanding in these early stages of full implementation. In some cases, however, these misconceptions reflect misinformation or confusion between district policies and evaluation system requirements.

One often-heard misconception is that the high effectiveness ratings are due primarily to SLO scores. It is true that the higher weighting of Student Learning results does lead to teachers with a score of 3 on Student Learning and a 4 on PP x PF receiving a rating of *Effective* while teachers with a 4 on Student Learning and a 3 on PP x PF receive a rating of *Highly Effective*. As shown in the Final Effectiveness Rating Matrix below, however, distribution of scores across Student Learning and PP x PF is fairly symmetric, with 19.3% of teachers receiving a higher score in PP x PF, 17.6% of teachers receiving a higher score in Student Learning, and 63.3% of teachers receiving the same score on both measures.

Teacher Final Effectiveness Rating Matrix Percentages – All Models

		Student Learning			
		4	3	2	1
PP x PF	4	42.2%	18.3%	0.0%	0.0%
	3	14.3%	20.8%	0.4%	0.3%
	2	0.7%	1.9%	0.2%	0.3%
	1	0.1%	0.3%	0.3%	0.1%

Key	
	Higher score on PP x PF
	Same rating on PP x PF and Student Learning
	Higher score on Student Learning

There is a need to make explicit the connections between educator evaluation and other initiatives.

As Rhode Island educators continue to transition to the Common Core State Standards by developing curriculum, introducing varied instructional models, and building curriculum-embedded assessments, it will be increasingly more important to align this work with educator evaluation efforts. The process to develop and measure SLOs should be aligned with curricula and their related assessments. These

connections will reduce the use of “SLO tests” and will increase the reliance on strong curriculum-aligned measures of student learning.

Greater differentiation among teachers will not come solely through setting more rigorous expectations.

Throughout this report, we have called for setting more rigorous expectations for students, teachers, and building administrators with regard to student learning, professional practice, and professional foundations. Simply setting more rigorous expectations, however, is not sufficient to understand the differentiation among educators necessary to provide them with prioritized, specific, and actionable feedback about their performance – nor for providing educators with support to continuously improve their effectiveness; regardless of the number of years they have been teaching or leading schools.

The goal of educator evaluation is continuous improvement in educators’ understanding of teaching effectiveness or leading, student learning, and instructional practices that will lead to improved student learning. The timeliness and quality of feedback and supports provided to educators enable them to continuously improve their effectiveness. Achieving those goals requires a long-term commitment to improvement by teachers, building administrators, district leaders, RIDE, and state and federal policymakers. Simply changing the way ratings are earned to impact the distribution of educator effectiveness ratings is not the goal of educator evaluation.

What Comes Next

Improved educator evaluation remains one of the highest priorities for Rhode Island, and there is a renewed commitment that these policies are here to stay. The legislation passed this year does not overturn the regulatory requirements set forth within the Educator Evaluation System Standards. All RI LEAs must implement evaluation systems that meet those standards as well as BEP requirements and that have been approved by RIDE. The legislation does impact the cycle of evaluation for many teachers; however, the system components remain constant and the focus on supporting educators remains clear. We are confident that we are at a point in the implementation process where the system itself and our LEAs can adapt to those changes. RIDE will continue to support the implementation of educator evaluation systems even as that support changes in 2014-15 and beyond.

One aspect of providing support for the work is making warranted refinements to the system over time. We have listened to concerns from teachers, administrators, and support professionals about measuring student learning, and we are committed to working together to continue to improve teachers’ understanding of and use of the SLO process and to ensure a smooth reintroduction of the Rhode Island Growth Model into the evaluation system over the next few years, as we transition to new standards and assessments. RIDE will provide educators with Median Growth Scores (MGS) based on available state-assessment results from NECAP and PARCC, and we will provide data and supports to help educators monitor how growth scores compare with SLO scores, student grades, and other relevant

data. RIDE will support districts and schools in the understanding and use of school, district, and educator Median Growth Scores as a tool for evaluating school performance.

In short, we believe that we all want our entire education system to continue to focus on growth for *all* educators and students – growth in educator effectiveness and growth in student learning – in all subjects and grade levels, including those subjects and grade levels for which we will not have Rhode Island Growth Model scores.

We will renew our commitment to fostering local ownership of the evaluation systems and to the embedding of feedback and continuous improvement into the instructional process throughout the year.

We will continue to emphasize and support districts in the interpretation of results from these new evaluation systems in relation to other indicators of teacher effectiveness and overall school quality. These indicators include district and school inputs such as aligned curriculum, professional development plans, and student supports as well as outcome indicators, such as student growth and student achievement. These outcome indicators will also include components beyond test-based outcomes, such as course completion; preparedness for transitions across elementary, middle, and high schools; high-school graduation rates; college enrollment, remediation, and completion rates; and other indicators of readiness for postsecondary success.

Improved educator evaluations are one key to transforming Rhode Island schools into the centers of excellence our students need and that we know we can create and sustain. The educator evaluation systems alone, however, cannot transform education in Rhode Island, and the educator evaluation systems cannot be considered in isolation from other key reform initiatives. All of the pieces must fit together.

We look forward to continuing the work with educators to make progress toward achieving our number-one goal: improving academic achievement for all Rhode Island students.

For More Information

If you have questions or feedback about this report – or about any other aspect of the Rhode Island educator evaluation initiative – contact: EdEval@ride.ri.gov, or visit the educator evaluation section of the RIDE website, at: www.ride.ri.gov/EdEval.

Appendix A

2013-14 School Year									
Final Effectiveness Rating									
Building Administrators and Teachers									
(as reported by 09/01/2014)									
District Name	Ineffective		Developing		Effective		Highly Effective		Total
	#	%	#	%	#	%	#	%	
Achievement First Providence	0	0.0%	0	0.0%	4	40.0%	6	60.0%	10
Barrington	0	0.0%	2	0.8%	41	16.1%	212	83.1%	255
Beacon Charter School	0	0.0%	0	0.0%	7	36.8%	12	63.2%	19
Blackstone Academy	0	0.0%	0	0.0%	10	71.4%	4	28.6%	14
Blackstone Valley Prep	0	0.0%	1	1.1%	59	67.8%	27	31.0%	87
Bristol Warren	4	1.5%	5	1.9%	165	63.2%	87	33.3%	261
Burrillville	0	0.0%	1	0.6%	91	54.2%	76	45.2%	168
Central Falls	1	0.6%	0	0.0%	35	21.3%	128	78.0%	164
Chariho	0	0.0%	1	0.4%	60	21.4%	220	78.3%	281
Coventry	1	0.3%	4	1.1%	95	25.6%	271	73.0%	371
Cranston	0	0.0%	3	0.3%	339	38.0%	550	61.7%	892
Cumberland	0	0.0%	6	1.8%	175	52.2%	154	46.0%	335
Davies Career and Tech	0	0.0%	2	2.8%	39	54.2%	31	43.1%	72
East Greenwich	0	0.0%	1	0.6%	42	23.7%	134	75.7%	177
East Providence	5	1.3%	17	4.3%	171	43.6%	199	50.8%	392
Exeter-West Greenwich	0	0.0%	4	2.7%	73	50.0%	69	47.3%	146
Foster	0	0.0%	0	0.0%	12	54.5%	10	45.5%	22
Foster-Glocester	0	0.0%	1	1.0%	36	35.3%	65	63.7%	102
Glocester	0	0.0%	0	0.0%	31	66.0%	16	34.0%	47
Highlander	0	0.0%	0	0.0%	20	69.0%	9	31.0%	29
International Charter	0	0.0%	0	0.0%	7	26.9%	19	73.1%	26
Jamestown	0	0.0%	1	1.9%	36	69.2%	15	28.8%	52
Johnston	0	0.0%	3	1.3%	121	51.5%	111	47.2%	235
Kingston Hill Academy	0	0.0%	0	0.0%	15	93.8%	1	6.3%	16
Learning Community	0	0.0%	0	0.0%	6	15.0%	34	85.0%	40
Lincoln	0	0.0%	2	0.8%	111	44.0%	139	55.2%	252
Little Compton	0	0.0%	1	3.1%	11	34.4%	20	62.5%	32
MET Career and Tech	0	0.0%	2	2.6%	55	70.5%	21	26.9%	78
Middletown	0	0.0%	1	0.6%	26	14.4%	153	85.0%	180

Narragansett	0	0.0%	0	0.0%	84	61.8%	52	38.2%	136
New Shoreham	1	4.0%	1	4.0%	17	68.0%	6	24.0%	25
Newport	2	1.2%	1	0.6%	122	71.3%	46	26.9%	171
North Kingstown	1	0.3%	2	0.6%	94	29.5%	222	69.6%	319
North Providence	0	0.0%	4	1.6%	99	39.3%	149	59.1%	252
North Smithfield	0	0.0%	0	0.0%	63	44.1%	80	55.9%	143
Paul Cuffee Charter School	0	0.0%	0	0.0%	31	43.7%	40	56.3%	71
Pawtucket	1	0.2%	15	2.4%	355	56.3%	259	41.1%	630
Portsmouth	0	0.0%	3	1.6%	119	62.0%	70	36.5%	192
Providence	17	1.2%	30	2.0%	577	39.1%	851	57.7%	1475
R.I. School for the Deaf	0	0.0%	0	0.0%	12	63.2%	7	36.8%	19
Rhode Island Nurses Inst. Middle College	1	5.6%	0	0.0%	17	94.4%	0	0.0%	18
Scituate	0	0.0%	0	0.0%	60	50.4%	59	49.6%	119
Segue Institute for Learning	0	0.0%	1	3.8%	11	42.3%	14	53.8%	26
Sheila Skip Nowell Leadership Academy	*		*		*		*		*
Smithfield	0	0.0%	6	3.2%	96	51.9%	83	44.9%	185
South Kingstown	1	0.4%	3	1.1%	142	51.1%	132	47.5%	278
The Compass School	1	8.3%	0	0.0%	10	83.3%	1	8.3%	12
The Greene School	0	0.0%	0	0.0%	15	93.8%	1	6.3%	16
Tiverton	0	0.0%	1	0.6%	75	46.3%	86	53.1%	162
Trinity Academy for the Performing Arts	1	10.0%	0	0.0%	5	50.0%	4	40.0%	10
Urban Collaborative	*		*		*		*		*
Village Green Virtual	*		*		*		*		*
Warwick	2	0.2%	2	0.2%	362	42.3%	489	57.2%	855
West Warwick	0	0.0%	0	0.0%	32	13.6%	203	86.4%	235
Westerly	0	0.0%	3	1.2%	84	34.3%	158	64.5%	245
Woonsocket	2	0.5%	7	1.8%	160	40.3%	228	57.4%	397

* data omitted due to less than 10 records in the dataset.